



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER

No. 01

Series of 2015

**ESTABLISHING THE POLICIES AND GUIDELINES ON GENDER AND DEVELOPMENT
IN THE COMMISSION ON HIGHER EDUCATION AND HIGHER EDUCATION
INSTITUTIONS (HEIs)**

RATIONALE AND MANDATES

The Philippines, being a State Party to the United Nations (UN) Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), which it signed on July 15, 1980 and ratified on August 5, 1981, is obligated to pursue and implement programs, projects and activities that will contribute to the achievement of women's empowerment and gender equality.

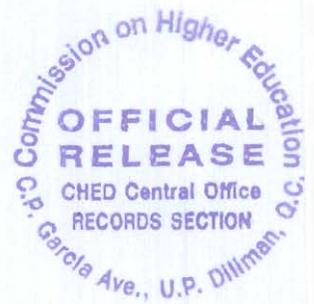
Known as the International Bill of Rights of Women, the CEDAW was adopted by the UN General Assembly in 1979 and entered into force as an international treaty on September 3, 1981. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

The CEDAW defines discrimination against women as "any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field." (CEDAW, Part I, Article 1)

The CEDAW is complemented by the Beijing Platform for Action (BPFA), the resulting document of the Fourth UN World Conference on Women held in Beijing in September 1995. The BPFA is an "agenda for women's empowerment aimed at removing all the obstacles to women's active participation in all sphere of public and private life through a full and equal share in economic, social, cultural and political decision-making at home, in the workplace and in the wider national and international communities. Equality is a matter of human rights and a condition for social justice." (Beijing Declaration and Platform for Action, Mission Statement, passim)

The country's compliance with the CEDAW and BPFA, which it adopted in 1995, holds much significance in the drive towards gender awareness and sensitivity, and more important, in the institutionalization of gender policies, standards and guidelines as a way of life for the Philippines.

This principle of equality between men and women is enshrined in the Philippine Constitution, to wit: The State recognizes the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men. (1987 Philippine Constitution, Article II, Section 14) The Women in Development and Nation Building Act or Republic Act No. 7192, enacted in 1992, reiterates this principle of gender equality and directs all government departments and agencies to "review and revise all their regulations to remove gender bias therein." (Section 2)



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The Magna Carta of Women (MCW) or Republic Act No. 9710, enacted in September 2009, is the local translation of the provisions of the CEDAW, particularly in defining gender discrimination, state obligations, substantive equality, and temporary special measures. It adheres to the spirit of the CEDAW and BPFA, and comprises the major statutory guidelines that all Responsible Agencies are expected to pursue and implement, guided principally by the Philippine Commission on Women (PCW). The MCW Implementing Rules and Regulations (IRR), which were approved in March 2010, identify the Commission on Higher Education (CHED) as the agency mandated to: (1) develop and promote gender-sensitive curriculum; (2) develop gender-fair instructional materials; (3) ensure that educational institutions implement a capacity building program on gender, peace and human rights education for their officials, faculty and non-teaching staff and personnel, promote partnerships between and among players of the education sector; (4) promote partnerships between and among players of the education sector; (5) encourage advertising industry and other similar institutions to provide free use of space and installation of displays for schools, colleges and universities for campaigns to end discrimination and violence against women; and (6) guarantee that educational institutions provide scholarship programs for marginalized women and girls set the minimum standards for programs and institutions of higher learning. (MCW IRR, Rule IV, Section 16)

Pursuant to its mandate as a Responsible Agency to implement the MCW, CHED shall direct the institutionalization of the required policies, standards and guidelines to build its internal capacities and those of its external clientele and stakeholders in mainstreaming Gender and Development (GAD) within CHED and in the various functions of higher education, in accordance with the function of the State to “exercise reasonable supervision and regulation of all educational institutions.” (1987 Philippine Constitution, Article XIV, Section 4)

Thus, on July 2, 2010, the Commission approved the CHED Special Order creating the CHED GAD Focal Committee and Secretariat, which initiated the GAD program of the Commission, in coordination with the PCW, Civil Service Commission and other co-convenors from the public and private Higher Education Institutions (HEIs). Thereafter, the Commission approved the constitution of the GAD Focal Point System (GFPS) of CHED, with the commitment to undertake all necessary and appropriate mechanisms to advance the cause of GAD in accordance with the above-stated policies and directives. As a consequence, the Commission directed the formulation of this set of Policy Guidelines to guide all HEIs in their concomitant responsibilities under applicable laws, rules and regulations of the PCW, which was endorsed to the Commission en banc (CEB) by the Central GAD Focal Committee and the Management Committee upon completion during their joint meeting with the CEB on January 26, 2015. Thereafter, the Commission en banc, issued Resolution 040, series of 2015, approving these Guidelines effective upon completion of the procedure provided for under Part XV, Section 2 hereof.

PART I. GENERAL POLICY AND COVERAGE

Gender mainstreaming is one of the major strategies in educating and informing various sectors of society on the need to recognize and respect rights of women and men. Educating more women translates to additional socio-economic gains that benefit entire societies, including increased economic productivity, higher family incomes, more informed members of society, and respect for the rights of women. Research has shown that investments in education facilitate the achievement of most other development goals including sustainable growth. (USAID, “Education Strategy: Improving Lives through Learning,” 2005) Gender mainstreaming in higher education is therefore essential not only to individual but also national development, higher education being the central site for facilitating the skills, knowledge and expertise important to economic and



social development. HEIs are instrumental in the globalized knowledge economy, the initial and continuing training of professionals, national wealth creation, and innovations in science and technology. HEIs are also a potent intermediary for the promotion of the core value of family and the preservation of women's role as transmitters of Philippine culture and heritage.

These Guidelines seek to introduce and institutionalize gender equality, and gender responsiveness and sensitivity in the various aspects of Philippine higher education. The Guidelines shall apply to CHED, i.e., the Central and Regional Offices, and to all higher HEIs, private and public. In terms of scope, the Guidelines include enabling mechanisms that CHED and HEIs shall establish, such as the GAD Focal Point System or GFPS, and the integration of the principles of gender equality in the trilogical functions of higher education: (1) curriculum development, (2) gender-responsive research programs, and (3) gender-responsive extension programs.

PART II. DEFINITION OF TERMS

As defined in these Guidelines, the following terms shall be understood to mean:

Beijing Platform for Action (BFPA) - refers to the resulting document of the Fourth World Conference on Women in Beijing, China in 1995 adopted in consensus by the United Nations. It represents the international community's commitment towards the promotion of women's welfare and aims at accelerating the implementation of the Nairobi Forward-Looking Strategies for the Advancement of Women. (PCW)

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) - refers to an international bill of rights of women adopted in 1979 by the United Nations General Assembly. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women sets up an agenda for national action to end such discrimination. (www.un.org)

Discipline - refers to field of study

Enrollment Data - refers to the total number of students who register/enlist in a school year. (2006 Glossary of Commonly Used Terms in Education Statistics)

Gender - refers to the roles and responsibilities of men and women that are created in the family, society and culture. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviors of both women and men (femininity and masculinity). Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis; it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. Gender is not biologically predetermined nor is it fixed forever. (UNESCO)

Gender Analysis - refers to a framework to compare the relative advantages and disadvantages faced by women and men in various spheres of life, including the family, workplace, school, community and political system. It also takes into account how class, age, race, ethnicity, culture, social and other factors interact with gender to produce discriminatory results. (PCW MC 2011-01)



Gender and Development (GAD) - refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potential. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices; seeks to transform society's social, economic, and political structures and questions the validity of the gender roles ascribed to women and men; contends that women are active agents of development and not just passive recipients of development assistance; and stresses the need of women to organize themselves and participate in political processes to strengthen their legal rights. (MCW)

GAD Focal Point System - refers to an interacting and interdependent group of people in all government instrumentalities tasked to catalyze and accelerate gender mainstreaming. It is a mechanism established to ensure and advocate for, guide, coordinate, and monitor the development, implementation, review and updating of their GAD plans and GAD-related programs, activities and projects. (PCW MC 2011-01)

GAD Plan and Budget - refers to a systematic approach to gender mainstreaming carried out by all government instrumentalities through the annual development and implementation of programs, activities and projects, and addressing gender issues and concerns in their respective organizations, sectors and constituencies by utilizing at least 5% of their total budget allocation. (PCW MC 2011-01)

GAD Resource Center (GRC) - refers to institutional mechanisms employed earlier by the PCW, then still called the National Commission on the Role of Filipino Women, as depositories of gender-related information and materials in select state universities and colleges in the regions. (GAD Planning and Budgeting--Adding Value to Governance: GAD Budget Policy Compliance Report 2001-2002, NCRFW, 2002)

Gender Equality - refers to the principle asserting the equality of men and women and their right to enjoy equal conditions realizing their full human potential to contribute to and benefit from the results of development, and with the State recognizing that all human beings are free and equal in dignity and rights. (MCW and PCW MC 2011-01)

Gender Mainstreaming - refers to the strategy to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated. It is the process of assessing the implications for women and men of any planned action, including legislation, policies, or programs in all areas and at all levels. (MCW and PCW MC 2011-01)

Gender-Responsive Curricular Program (GRCP) - refers to a curriculum that shall prevent all forms of gender-based discrimination in instruction, research, extension, as well as in marketing methods and the use of promotional materials. It ensures the promotion of "women's empowerment" to be undertaken through the "provision, availability, and accessibility of opportunities, services, and observance of human rights which enable women to actively participate and contribute to the political, economic, social, and cultural development of the nation." (CHED)

Gender-Responsive Research Program (GRRP) - refers to a collaborative, purposive research activity or activities conducted by various members of HEIs to contribute to the empowerment of identified communities that they may eventually, by themselves, achieve gender-responsive development and inclusive growth. It envisions a community of people



possessing the core value of gender equality. GRRP is part of the GAD and Research programs of HEIs that are intended to initiate, catalyze and sustain the development of various individuals or communities using the institutions' expertise and available resources. (CHED)

Graduates Data - refers to the total number of students who have completed the requirements of a particular program.

Higher Education Institution (HEI) - refers to an institution of higher learning that primarily offers degree programs classified as follows:

- **Public HEIs** - institutions offering higher education programs established and operated under supervision of the Philippine Government, sub-classified as:
 - **State University/College (SUC)** - a chartered public higher education institution established by law, administered, and financially subsidized by the government.
 - **Local University and College (LUC)** - a public higher education institution established by the local government through an appropriate resolution/ordinance and financially supported by the local government concerned.
 - **Special Public HEI (SP)** - a category of public organizations offering higher education programs related to public service in pursuance of the basic mandates of their parent agencies which are operated and controlled in accordance with special laws that created them. An SP HEI provides special academic, research and technical assistance programs, such as public/business management, internal security, military science and national defense. Examples are the Development Academy of the Philippines (DAP), Philippine Military Academy (PMA), Philippine National Police Academy, Philippine Public Safety College and National Defense College of the Philippines (NDCP).
 - **Other Government School (OGS)** - any public secondary and post-secondary education institution which is usually a technical-vocational education institution that offers higher education programs.
- **Private HEIs** - refers to institutions offering higher education programs duly incorporated, owned and operated by private entities. (2006 Glossary of Commonly Used Terms in Education Statistics)

Magna Carta of Women (Republic Act No. 9710) - refers to the Philippines' comprehensive women's human rights law that seeks to eliminate discrimination against women by recognizing, protecting, fulfilling and promoting the rights of women, especially those in marginalized sector. The law, which is a consolidation of Senate Bill No. 2396 and House Bill No. 4273, was passed by the Senate and the House of Representatives on May 19, 2009 and May 20, 2009, respectively. It was signed into law by President Gloria Macapagal-Arroyo on August 14, 2009. (PCW and Civil Service Commission)

Marginalized - refers to the basic, disadvantaged, or vulnerable persons or groups who are mostly living in poverty and have little or no access to land and other resources, basic social and economic services such as health care, education, water and sanitation, employment and livelihood opportunities, housing, social security, physical infrastructure, and the justice system. (MCW)



National Higher Education Research Agenda (NHERA) - refers to the policies, directions, priorities and thrusts of Philippine higher education research in the medium to long term. It encourages networking among HEIs, with each network focusing on themes wherein the members are or can be good at. It promotes the partnership/collaboration of HEIs with other research institutions, local and foreign, as well as with industry and private laboratories, for the conduct of research, and application of research outputs. (CHED)

OPKRM - CHED's Office of Policy, Research and Knowledge Management

OPSD - CHED's Office of Programs and Standards Development

Performance-Based Bonus - refers to a top-up bonus given to personnel of bureaus or delivery units in accordance with their contribution to the accomplishment of their departments' overall targets and commitments, subject to the criteria set under Executive Order No. 80, series of 2012.

Program - refers to a degree, which leads to a specific academic credential such as a bachelor's degree, a master's degree, or doctorate degree. (The Revised CHED Data Element Manual, March 2005)

Research Grants Guidelines - as provided by NHERA, are categorized as follows:

- Grants-in-Aid (GIA) - grants for researches that fall within the national or zonal priorities/agenda identified by CHED. Priority is given to research proposals submitted by HEIs. Proposals for GIA are processed by the Research Centers identified by the Commission, in cooperation with the Office of Planning, Research and Knowledge Management (OPKRM).
- Commissioned Research - grants awarded to institutions/individuals with proven track record in research based on the topics/issues/problems identified by the Commission as important/vital to the pursuit of its mandates. Proposals for commissioned research are processed by the OPRKM-Research Management Division (RMD).
- Visiting Research Fellowships - grants awarded to outstanding research professors in HEIs across various disciplines in recognition of their significant contributions and outputs in the academic and research community. Proposals for Visiting Research Fellowship are processed by the OPRKM-RMD.
- Research Professional Chairs - recognition given to outstanding research professors in HEIs through grants of Research Professional Chairs. The title of Research Professors remains with the Professor for as long as he/she remains actively engaged in CHED-funded research. The results of his/her research will be published in a journal accredited by CHED's Journal Accreditation Service. Search and selection shall be done at the OPRKM-RMD.
- Thesis/Dissertation Grants - grants awarded to deserving faculty to support and enable them to do their theses/dissertations and earn their master/Ph.D. degrees from Centers of Development/Centers of Excellence.

Research Program or Agenda - refers to the key deliverables of an HEI in addressing its tri-focal functions. It sets out research development priorities for the medium to long term,



including measures for enhancing networking and clustering of the capacity and resources in the HEI. (CHED)

Rights-Based Approach - refers to the recognition of every human being both as a person and as a rights-holder. It strives to secure the freedom, well-being and dignity of all people, everywhere, within the framework of essential human rights standards, principles, duties and obligations. (PCW MC 2011-01)

Sex-Disaggregated Data - refers to data that is collected and presented separately on men and women. (UNESCO)

Social Protection - refers to policies and programs that seek to reduce poverty and vulnerability to risks and enhance the social status and rights of all women, especially the marginalized by promoting and protecting livelihood and employment, protecting against hazards and sudden loss of income, and improving people's capacity to manage risk. Its components are labor market programs, social insurance, social welfare, and social safety nets. (MCW)

StuFAPs - CHED's Student Financial Assistance Programs

Substantive Equality - refers to the full and equal enjoyment of rights and freedoms contemplated under the Magna Carta of Women. It encompasses *de jure* and *de facto* equality and also equality in outcomes. (MCW)

Women's Empowerment - refers to the provision, availability, and accessibility of opportunities, services, and observance of human rights which enable women to actively participate and contribute to the political, economic, social, and cultural development of the nation as well as those which shall provide them equal access to ownership, management, and control of production, and of material and informational resources and benefits in the family, community, and society. (MCW) It is the process and condition by which women mobilize to understand, identify and overcome gender discrimination so as to achieve equality in welfare and equal access to resources. In this context, women become agents of development and not just beneficiaries, enabling them to make decisions based on their own views and perspectives. (PCW MC 2011-01)

Violence Against Women - refers to any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life. It shall be understood to encompass, but not be limited to, the following:

- Physical, sexual, psychological, and economic violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, and other traditional practices harmful to women, non-spousal violence, and violence related to exploitation;
- Physical, sexual, and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment, and intimidation at work, in educational institutions and elsewhere, trafficking in women, and prostitution; and
- Physical, sexual, and psychological violence perpetrated or condoned by the State, wherever it occurs. It also includes acts of violence against women as defined in Republic Acts No. 9208 and 9262. (MCW)



PART III. THE GAD FOCAL POINT SYSTEM IN CHED

Section 1: Composition. Pursuant to Chapter VI, Section 36-B of the MCW and Rule VI, Section 37.C of its IRR, all government instrumentalities, including CHED, shall “establish or strengthen their GFPS or a similar mechanism to catalyze and accelerate their gender mainstreaming” efforts.

The GFPS in CHED Central Office shall be-composed of the following members:

- a. CHED Chairperson as the Head thereof;
- b. Commissioners and Management Committee members, who shall act as the Executive Committee (Execom);
- c. GAD Focal Committee, composed of members designated from the pool of Directors, which shall act as the Technical Working Group (TWG) and a Secretariat, composed of identified support staff from the various units of the CHED Central Office to assist the |GAD Focal Committee in its tasks; and
- d. CHED Regional Offices (CHEDROS) as the designated regional GAD focal units of the GFPS.

As the designated regional GAD focal units, the CHEDROS provide the vital link between the CHED Central Office and the HEIs. The CHEDROs shall be responsible for ensuring that CHED’s GAD policies and guidelines, programs, projects and activities are implemented within their respective areas of responsibility. They shall designate from their officers or staff a GAD Focal Person who shall act as liaison between the central and regional office in matters related to mainstreaming gender in higher education.

Section 2: Duration of Designation to the GFPS. The CHED GAD Focal Committee Chair, co-Chair and Secretariat, as well as Regional GAD Focal Persons, shall serve for a period of at least three (3) years. Should the need arise, the members of the CHED GAD Focal Committee shall be replaced only by CHED officials and staff that have completed training and have been capacitated for the position to ensure continuity in the implementation of CHED’s GAD Program.

Section 3: Duties and Functions. CHED shall ensure that the GFPS, GAD Focal Committee and Secretariat, as well as the CHEDROS as designated regional GAD focal units, shall perform their required tasks as stipulated in the MCW and its IRR, and in the PCW issuance on the GFPS, such that these tasks and functions shall form part of their regular key results areas and shall be given due consideration in their performance evaluation.

Pursuant to CHED Special Order No. 40, series of 2010, constituting the CHED GAD Focal Committee, the GFPS shall ensure gender awareness and responsiveness, and support to women and gender issues within the agency. It shall take the lead role in direction-setting, advocacy planning, monitoring and evaluation, and technical advisory on mainstreaming GAD for the agency, and its programs, projects, activities and processes.

The GFPS shall ensure close coordination with PCW in the conduct of the gender program of CHED.

The CHEDROs, as the link of the GFPS to the HEIs, shall be accountable to the GAD Focal Committee and Secretariat for the implementation of the CHED GAD plans, programs and



activities, and shall, as such, keep constant lines of communication and coordination with the GAD Focal Committee.

The CHEDROs shall submit annual reports of all their GAD activities and utilization of their regional GAD budgets to the CHED GAD Focal Committee on or before December 15 of each fiscal year. In submitting their reports, the CHEDROs shall conform to PCW's online Gender Mainstreaming Monitoring System (GMMS).

Section 4: Review of Policies, Standards and Guidelines. Within ninety (90) days of the effectivity of these Guidelines, the CHED GAD Focal Committee, together with its technical pool of GAD experts, shall initiate the review of CHED policies, standards and guidelines to determine the Commission's compliance with the CEDAW, BFPA and MCW. Upon completion of such review, the GAD Focal Committee shall recommend appropriate measures to align and update CHED policies to the standards of the said GAD mandates.

The Regional Directors shall ensure that all information and data required of HEIs in these Guidelines are submitted on time.

Section 5: GAD Capacity Building. The CHED GAD Focal Committee shall direct the conduct of the necessary capacity building program for all its members, including the GAD Focal Persons from the CHEDROs, and ensure coordination with the PCW for this purpose. It shall also study, evaluate and approve proposed policies for capacity building of other CHED officials and staff, including members of its Technical Panels, to ensure the formulation of gender-responsive policies, standards and guidelines, and the use of gender-sensitive language in official issuances and announcements.

Section 6: Funding Requirements of the GFPS. The operational expenses of the CHED GFPS shall be sourced from the commission's GAD Budget, i.e., at least 5% of the approved General Appropriations Act (GAA) for the fiscal year, in accordance with Section 36 of the MCW and joint circulars on GAD Planning and Budgeting issued by the Department of Budget and Management (DBM), National Economic Development Authority (NEDA) and PCW.

The CHED GAD Focal Committee members are not entitled to honoraria within their respective institutions. However, they may be entitled to reimbursements and allowances to cover expenses incurred in the execution of their tasks and subject to existing government rules and regulations.

The GAD-related accomplishments of the CHED GAD Focal Committee members may be considered as additional points in considering the Performance-Based Bonus (PBB).

PART IV. THE GAD FOCAL POINT SYSTEM OF HEIs

Section 1: Composition. Pursuant to the MCW and its IRR, there shall be constituted a similar GFPS functioning in CHED in all public and private HEIs, including State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs). Within ninety (90) days of the effectivity of these Guidelines, the HEIs shall have established their respective GFPS.

- A. **The GFPS of Public HEIs.** The GFPS of Public HEIs, i.e., State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs), shall be composed of the following members:



1. SUC/LUC President or the Governing Board Chairperson as Head thereof;
2. Designated members of the academic and administrative councils, which shall exercise the duties of the Execom;
3. GAD Focal Committee chaired by a GAD Focal Person with a designation of at least a Dean/Director, and composed of members from the staff;
4. Secretariat composed of identified support staff from the various colleges/offices of the SUC/LUC; and
5. Additional members, as may be identified in accordance with the mandates and needs of the SUC/LUC.

As with the Regional Offices to the CHED Central Office, the external campuses or branches of SUCs and LUCs shall act as the external or satellite units of the main campus' GFPS. As part of the structure of the main campus' GFPS, they shall be responsible for ensuring that the GAD policies and guidelines, programs, projects and activities of the institution are fully implemented within their jurisdiction.

B. The GFPS of Private HEIs. The private HEIs shall likewise establish a GFPS or a similar GAD mechanism within ninety (90) days of the effectivity of these Guidelines. These shall be composed of the following members:

1. The HEI's President or Head of institution, as Head thereof;
2. The President's Advisory Council, Management Committee or its equivalent, composed of the members of the Management/Executive Committees;
3. GAD Focal Committee, chaired by a Dean or Department Head, with other designated officials or staff as members;
4. Secretariat composed of identified support staff from the various colleges/offices of the private HEI.

Likewise, the external campuses or branches of private HEIs shall act as the external or satellite GAD units of their main campuses, and shall ensure that the GAD policies and guidelines, programs, projects and activities of their institutions are fully implemented within their jurisdiction.

Section 2: Duration of Designation to the GFPS. The HEIs may follow the duration of members' designation to the GFPS as that of CHED, i.e., for a period of at least three (3) years. Should the need arise, these members shall be replaced only by personnel that have been trained and capacitated to ensure continuity in the implementation of the institution's GAD Program.

Section 3: Duties and Functions. The GFPS of SUCs and LUCs shall perform their required tasks as stipulated in the MCW and its IRR, and in the PCW issuance on the GFPS, such that these tasks and functions shall form part of their regular key results areas and shall be given due consideration in their performance evaluation.



The GFPS or similar GAD mechanism of private HEIs shall be responsible for the development of the GAD programs of their respective institutions and coordinate implementation thereof. They shall also submit to CHED reports of such initiatives.

The GFPS of all HEIs shall be required to maintain records of their GAD plans, activities and programs, establish a database of information and report on the status of implementation annually or as often as may be required by the CHED Regional Office.

Section 4: Review of Policies, Standards and Guidelines. Within ninety (90) days of the effectivity of these Guidelines, the HEIs shall initiate the review of their respective policies, standards and guidelines to determine compliance with the CEDAW, BFPA and MCW.

For SUCs and LUCs, upon completion of such a review, the GAD Focal Committee shall recommend appropriate measures to align the HEI's policies to the said GAD mandates and ensure full and immediate compliance upon receiving notice thereof.

The GFPS or GAD mechanism of private HEIs shall also take immediate action to ensure full compliance with the said GAD mandates.

Section 5: Funding Requirements of the GFPS of HEIs. In the case of SUCs and LUCs, as with the CHED GFPS, the operational expenses shall be sourced from the HEI's GAD Budget, i.e., at least 5% of the approved General Appropriations Act (GAA) for the fiscal year, in accordance with Section 36 of the MCW and joint circulars on GAD Planning and Budgeting issued by the Department of Budget and Management, National Economic Development Authority and PCW.

Private HEIs shall also attribute a reasonable portion of their annual budgets for the operational expenses of their GFPS or similar GAD mechanisms.

As with the members of the CHED GAD Focal Committee, the GFPS members of public HEIs are not entitled to honoraria within their respective institutions. However, they may be entitled to reimbursements and allowances to cover expenses incurred in the execution of their tasks, subject to existing government rules and regulations.

The GAD-related accomplishments of the SUCs/LUCs GAD Focal Committee members may be considered as additional points for consideration for the PBB.

PART V. CURRICULUM DEVELOPMENT

RULE I: POLICY AND COVERAGE

Section 1: Statement of Policy. Pursuant to its mandate of supervision of higher education and specifically, to Section 13 of the MCW, CHED "shall ensure that gender stereotypes and images in educational materials and curricula are adequately and appropriately revised. Gender-sensitive language shall be used at all times. Capacity-building on gender and development (GAD), peace and human rights, education for teachers, and all those involved in the education sector shall be pursued toward this end. Partnerships between and among players of the education sector, including the private sector, churches, and faith groups shall be encouraged."

CHED shall therefore ensure that all institutions of higher learning fulfill the following obligations:



- a. Respect the rights of women as human rights and respect the fundamental rights of women;
- b. Refrain from discriminating against women and violating their rights;
- c. Protect women against discrimination and from violation of their rights by private corporations, entities, and individuals; and
- d. Promote and fulfill the rights of women in all spheres, including their rights to substantive equality and non-discrimination. (MCW, Section 5)

Towards this end, CHED shall ensure that HEIs promote and develop Gender-Responsive Curricular Programs (GRCPs) that prevent all forms of gender-based discrimination in instruction, research, extension, as well as in marketing methods and the use of promotional materials. It likewise ensures the promotion of gender equality and women's empowerment through the "provision, availability, and accessibility of opportunities, services, and observance of human rights which enable women to actively participate and contribute to the political, economic, social, and cultural development of the nation." (MCW, Section 4-A)

Section 2: Scope, Application and Limitations. These Guidelines for GRCPs shall cover and apply to all HEIs in accordance with their respective mandates, thrusts and corresponding authority, as granted by the CHED and pursuant to the law and existing rules and regulations.

RULE II: COMPETENCY STANDARDS

Section 3. To ensure the gender responsiveness of curricular programs, the HEIs shall include gender mainstreaming strategies in their institutional development plans. All employees of the HEIs shall undergo regular and continuing gender-sensitivity seminars to include, among others:

- a. training in gender analysis of sexism and other forms of gender biases in curricular design, learning materials, pedagogical practices and disciplinary policies;
- b. training in mainstreaming relevant and adequate gender-related topics into existing/ongoing courses across various disciplines; and
- c. training in the development of gender-responsive student performance monitoring guidelines and tools.

Section 4: Library and Learning Materials. The development of gender-responsive curricular programs shall be complemented by the provision of adequate and accessible library and related learning materials across various disciplines and educational levels. HEIs shall make available to their students non-sexist textbooks and other academic materials in history, sociology, psychology, engineering, agriculture, environment and all other academic programs approved by CHED. Faculty members shall develop gender-fair learning materials that use gender-sensitive language.

Section 5: Related Activities. HEIs shall actively participate in GAD-related conferences, conventions, meetings and fora organized by scientific and professional organizations, particularly those endorsed by CHED and PCW. These activities shall ensure the HEIs' access to new information and analytical tools related to the enhancement of their respective GRCPs. Such activities shall be included in the HEIs' institutional development plans for which sufficient

budgetary allotment will be provided.

RULE III: ENABLING POLICIES AND MECHANISMS

Section 7: Policy Formation. All HEIs shall develop a policy to mainstream gender equality and the principles of women's empowerment into their academic programs and course offerings, in accordance with their respective thrusts and mandates, and vision, mission and philosophy statements. This gender-mainstreaming policy shall clearly and unequivocally identify the standards for the development, implementation, monitoring and evaluation of the particular HEI's efforts to remove gender-based biases and incorporate a perspective of gender equality in its curriculum development.

Section 8: Creation of a Technical Panel on Gender and Women Studies (TPGWS). To facilitate the development of GRCPs, CHED shall create a Technical Panel on Gender and Women Studies (TPGWS) whose specific functions include the:

- review of proposed course offerings, research proposals and extension projects,
- review of gender-responsive curriculum and instructional plans, and
- provision of technical assistance in mainstreaming gender-sensitive principles and topics into curricular proposals and amending existing courses.

The other functions of the TPGWS are as provided in these Guidelines.

The CHED GAD Focal Committee shall render staff support to the TPGWS in coordination with the Office of Programs and Standards Development (OPSD).

Section 9. Discipline-Specific Manuals and Guidelines. A standard manual shall be developed as guide in the development of a gender-responsive curricular offering. All HEIs shall develop gender responsive materials using gender-sensitive language in all curricula, in accordance with their respective mandates, thrusts and scope of work.

Section 10: Budgetary and Planning Requirements. In the case of SUCs and LUCs, the activities designed to ensure the HEI's curricular program is gender-responsive (i.e., policy development, capacity building, curriculum planning and development, and monitoring and evaluation) shall be included in the fiscal year's GAD Plan and Budget. Private HEIs shall allot an appropriate outlay from their development funds to the development of GRCPs.

PART VI. GENDER-RESPONSIVE RESEARCH PROGRAM

RULE I: POLICY AND COVERAGE

Section 1: Statement of Policy. Pursuant to its mandate of supervision of higher education and specifically, to Section 5 of the MCW, CHED shall support policies, researches, technology, and training programs and other support services such as financing, production, and marketing to encourage active participation of women in national development.

The need for gender-responsive research programs is underscored as well in the provision for support to relevant research on women's right to health (Section 20-b) and women-friendly and sustainable agriculture technologies. (Section 23)



Section 2: Complementation with the NHERA. These Guidelines for a Gender-Responsive Research Program (GRRP) in HEIs complement the NHERA, which establishes the general policies on higher education research, identifies the strategies and initiatives to develop the research capacity and enhance research productivity of HEIs, and identifies priority areas for research and research-related programs. The NHERA applies to research projects eyeing CHED assistance.

In the case of public HEIs, independent of the rubric of NHERA, gender-responsive research may qualify for support under a related component of the HEI's GAD budget. CHED may issue periodic calls for gender-responsive researches that merit the agency's support.

Section 3: Scope, Application and Limitations. These Guidelines for GRRP shall cover and apply to all HEIs in accordance with their respective mandates, thrusts and corresponding authority, as granted by the CHED and pursuant to the law and existing rules and regulations.

Section 4: Gender-Responsive Research Programs (GRRP). As the blueprint for integrating GAD in the institutional research agenda, the GRRPs of HEIs shall consider the following:

- a. Priority research areas as defined in the NHERA and respective CHED Memorandum Orders (CMOs) of the disciplinary program;
- b. Institutionalization of GAD database with sex-disaggregated data and gender statistics in all research activities, as necessary;
- c. GAD Policy and Program assessment and evaluation;
- d. Establishment of an Ethics Board that will review gender sensitivity in research activities;
- e. GAD guidelines on ethical standards in research in accordance with the CEDAW and MCW; and
- f. Incentives and other support structures for the conduct of researches related to GAD.

Section 5: Priority Areas. In addition to integrating a gender perspective in higher education research, all HEIs shall extend and strengthen their research programs to include the following:

- GAD research program for GAD Planning and Budgeting;
- Gender research and women's studies as areas of studies in all disciplines;
- Specific topics for gender research, in light of social issues raised by the MCW;
- Gender in power and decision making: Citizenship classes and community extension work
- Mapping and strengthening economic empowerment: livelihood skills required in the entire process of running a business, not only production (e.g., accounting, bookkeeping, product branding)



- Counting the unaccounted: Indigenous women and girls and other marginalized sectors in education
- Matching mismatches: career tracking of women
- Deepening the disciplines with gender (e.g., women in history)
- Emerging gender issues such as but not limited to sexual orientation and gender identities

RULE II: ENABLING POLICIES AND MECHANISMS

Section 6: Policy Formation. All HEIs shall develop a policy to mainstream gender equality and the principles of women's empowerment into their research programs, in accordance with their respective thrusts and mandates, and vision, mission and philosophy statements. This gender-mainstreaming policy shall clearly and unequivocally identify the standards for the development, implementation, monitoring and evaluation of the particular HEI's efforts to incorporate a gender perspective into its research projects and activities. HEIs may convene their administrative or research councils for the formulation of such GRRP policy.

Section 7. GRRP Ethics Board. An Ethics Board shall be responsible for setting the minimum standards that will assist HEIs conform to the principles of GAD and ensure that these are observed by everyone in the conduct of research. It is also responsible for presenting and promoting ethics policies, particularly in the areas of GAD, women empowerment, and respect for human rights.

Specifically, the Ethics Board shall:

- a. protect the rights and welfare of research participants by reviewing protocols to ensure that:
 - i. the risks to participants are minimized and acceptable in light of the possible benefits;
 - ii. the informed consent document is accurate and complete in describing the study, and its risks and benefits; and
 - iii. the research study is conducted in an ethical manner;
- b. clear researches and provide initial reviews to ensure that ethical guidelines are met;
- c. conduct ethical reviews through formal meetings; and
- d. evaluate annual progress of ongoing projects and assess final reports of all research activities.

In the exercise of its duties, the Ethics Board shall not issue final decisions after mere circulation of proposals. Moreover, scientific evaluation shall be completed before ethical evaluation.

Section 7: Documentation, Monitoring and Evaluation. In terms of research rigor, integrity and excellence, CHED's documentation, monitoring and evaluation of the HEIs' GRRPs and



GAD-related researches shall be consistent with the guidelines set forth in the NHERA. Such monitoring and evaluation of the GRRPs and GAD-related researches of HEIs, including the collection of researches and publications on gender and women's studies, shall be among the functions of the TPGWS mentioned in Part V on Curriculum Development, in coordination with the GRCs that CHED may designate.

Section 8: Budgetary and Planning Requirements. In the case of SUCs and LUCs, the activities designed to institutionalize GRRPs shall be included in the fiscal year's GAD Plan and Budget. Private HEIs shall allot an appropriate outlay from their development funds to support gender-responsive researches.

PART VII. GENDER-RESPONSIVE EXTENSION PROGRAM

RULE I: POLICY AND COVERAGE

Section 1: Statement of Policy. Extension refers to the third of the trilogical functions of higher education, i.e., to communicate, persuade and help specific sectors or target clientele (as distinguished from those enrolled in formal degree programs and course offerings) to enable them to improve production, the community and/or institution, and quality of life in general. (CHED)

Extension in higher education cuts across all disciplines and contributes to the continued growth and development of the entire higher education sector.

Pursuant to Section 8 of the Higher Education Act of 1994, CHED shall perform the following functions relative to extension:

- Identify, support, and develop potential centers of excellence in program areas needed for the development of world-class scholarship and nation-building; and
- Perform such other functions as may be necessary for its effective operations and for the continued enhancement, growth or development of higher education.

In compliance with the general provisions of the MCW, all HEIs shall include gender responsiveness in their extension function.

Section 2: Scope, Application, and Limitations. These Guidelines for gender-responsive extension programs shall cover and apply to all HEIs that operate courses based on their mandate and corresponding authority granted by the CHED pursuant to the law and existing rules and regulations.

RULE II: PRINCIPLES AND PREMISES

Section 3: Gender-Responsive Extension Program (GREP). GREP refers to a collaborative set of activities designed by the HEIs to contribute to the empowerment of both the institution and identified communities to promote and achieve the core value of gender equality. GREP involves the packaging, promotion, demonstration and application of appropriate technologies, tools, processes and products generated from GAD research and other activities to create a gender-responsive organization, community and environment, as the case may be.

GREP in higher education shall apply to two broad goals of Gender and Development set forth in the MCW:



- **Social Protection:** policies and programs that seek to reduce poverty and vulnerability to risks; enhance the social status and rights of all women and men, but especially the marginalized; promote and protect livelihood and employment; protect people against hazards and sudden loss of income; and improve people's capacity to manage risks. Its components are labor-market programs, social insurance, social welfare and social safety nets; and
- **Appropriate Technology:** suitable technologies that usually comprise skills and materials easily available in the locality and that address gender issues and concerns.

Section 4: General Principles. HEIs shall observe the following principles of gender-responsive extension:

- a. GREP reiterates the reliability of science in all its manifestations (e.g., technology), the power of education, the possibility of change, and the equality of people as the basic premises of cooperative extension programs.
- b. GREP encourages interdisciplinary programs, participation and networking as well as dove-tailing and complementation.
- c. GREP promotes the culture of excellence, desire for life-long learning, natural impetus to do service for the common good which are anchored and guided by the core values of GAD.
- d. GREP nurtures and supports Filipino communities through informative, persuasive, formative, emancipatory and participatory decision-making activities that eliminate gender disparities.

The HEIs shall serve as models of GAD mainstreaming through technology transfer and livelihood programs that incorporate the provision of financial literacy, technical assistance and other extension services.

RULE III: FORMS AND PRIORITY AREAS

Section 5. The following are the forms of GREP:

- **Technology Transfer** - bringing into the identified community tested and mature innovations, knowledge, structures, systems and methods that are gender responsive.
- **Livelihood Program with Financial Literacy** - capability-building projects that shall enable the beneficiaries, both women and men, to earn through livelihood skills training including the transfer of financial knowledge, information and applications.
- **Technical Assistance** - the provision of professional expertise such as consultancy services, mentoring, counseling, advisorship, etc. by trainers/professionals and GAD experts.
- **Advocacy** - the dissemination of information through media, seminars, meetings, conferences, symposia, workshops, lectures and speakerships, and the distribution of IEC materials to promote gender and development concerns.



- Linkages - the establishment of partnerships or networking with line agencies, government and non-government organizations and civil society organizations at the local and international levels for projects related to gender and development.

Section 6. The GREP shall serve as a vehicle of the HEIs to help promote gender equality, poverty reduction and sustainable development. They shall focus on, but shall not be limited to, the following areas: access to privileges and opportunities; human rights, equality and role modification; social empowerment (men, women and LGBTs); governance and administration; critical legal issues and procedures (e.g., sexual harassment); and similar GAD thrusts and policy enhancement articulated in the MCW such as disaster risk preparedness and mitigation, and peacekeeping.

RULE IV: ENABLING POLICIES AND MECHANISMS

Section 7: Policy Formation. All HEIs shall develop a policy to mainstream gender equality and the principles of women's empowerment into their extension function, in accordance with their respective thrusts and mandates, and vision, mission and philosophy statements. This gender-mainstreaming policy shall clearly and unequivocally identify the standards for the development, implementation, monitoring and evaluation of the particular HEI's efforts to incorporate gender awareness and equality as a goal of its extension programs. HEIs shall convene the appropriate administrative or academic unit for the formulation of such an extension policy.

Section 8: Implementing Unit. The execution of an HEI's GAD-related extension services and policies shall be integrated into the core functions of its GAD Focal Person, under the direct supervision of the institution's President. The GAD Focal Person shall be responsible for monitoring and evaluation of the activity, as well as other policy recommendations relative to GREP operations.

Section 9: Documentation, Monitoring and Evaluation. Monitoring and evaluation of the GREPs and GAD-related extension activities of HEIs shall be among the functions of the Technical Panel on Gender and Women Studies (TPGWS) mentioned in Part V on Curriculum Development. The TPGWS shall employ tools and instruments already defined by CHED, through its Office of Planning, Research and Knowledge Management, and PCW. It shall include in its performance evaluation of the HEI the institution's GREP targets and output.

A GREP report shall include the following to ensure effectiveness of the program:

- a. Program proposal addressing identified gender issues and concern;
- b. Data analysis on the results of GREP services;
- c. Data results/recommendations which shall form part of a database for GAD programs and projects in the future;
- d. Intervention support and activity report including photos;
- e. Budgetary support; and
- f. Results and recommendations.

Section 8: Budgetary and Planning Requirements. In the case of SUCs and LUCs, the activities designed to introduce and institutionalize gender-responsive extension function shall be



included in the fiscal year's GAD Plan and Budget. Private HEIs shall allot an appropriate outlay from their development funds to support gender-responsive extension activities.

The HEI's budget for extension shall take into account the necessary service cost, and may include as well incentives, privileges and incidental expense allowances.

PART VIII. INTERNATIONAL LINKAGES FOR GENDER-RESPONSIVE RESEARCH AND EXTENSION PROGRAMS

Section 1: Statement of Policy. Gender equality and women's empowerment are cornerstones of national development and stronger human resources. As such, international linkages and international funding support for programs to promote the objectives of these Guidelines shall enhance the synergy between national development, gender equality and women's empowerment.

In determining partnerships and linkages with recognized international and local entities spearheading work on GAD, the HEIs shall be guided by the following principles:

- a. That such partnerships and expected outcomes are aimed at strengthening national development strategies and promoting gender equality and women's empowerment;
- b. That such partnerships shall develop and support the capacities and systems of Philippine HEIs; and
- c. That such partnerships shall lead to the systemic mainstreaming and institutionalization of GAD into the HEIs' structures and systems.

Section 2. Scope, Application and Limitations. International partnerships shall be entered into by authorized and recognized Philippine HEIs with accredited foreign HEIs and/or international entities with exemplary track records in implementing and mainstreaming gender.

The CHED, through the Regional GAD Focal Person, shall be consulted prior to the finalization of any such collaboration arrangements to ensure compliance with the principles and objectives of these Guidelines.

HEIs that have existing partnerships or linkages corresponding to this part of the Guidelines shall submit a list thereof to the CHEDRO within the fiscal year.

CHED shall endeavor to provide opportunities and forge partnerships/linkages between Philippine HEIs and reputable/accredited foreign partners to advance gender equality and women's empowerment while enriching the institution's experiences; building the capabilities of faculty, staff and students; and upgrading the standards and quality of the institution.

PART IX. ZONAL GAD RESOURCE CENTERS (GRCs)

Section 1: Statement of Policy. The CHED shall recognize GAD Resource Centers (GRCs) among HEIs with expertise in gender and development and gender mainstreaming. A GRC acts as mentor to other HEIs requiring technical assistance in mainstreaming gender and development into their systems. Selection shall be according to the commission's pre-defined zones or regions



Section 2: Qualifying Criteria. In the selection of a GAD Resource Center, the following criteria should be considered:

- a. Capacity to design and deliver gender sensitivity training programs to other HEIs;
- b. Ability to equip the HEIs with analytical skills to be able to mainstream gender and development into the institution's instruction, research and extension functions, as well as into the institution's decision making processes;
- c. Capability to conduct GAD research to influence policy making of the HEIs included in the GRC's ambit; and
- d. A strong GAD research, extension, training and advocacy unit, and an established and updated GAD database.

Section 3: Enabling Mechanism. CHED is the only conferring authority of the status of GRC to an HEI applicant. The TPGWS shall evaluate and monitor and thereafter recommend the grant of status of GRC to HEI applicants after a selection process that shall be formulated by the said Committee and approved by the Commission en banc upon recommendation of the GAD Focal Committee.

Section 4: Duties. A GRC is expected to:

- a. Sign a Partnership Agreement with CHED and abide by the terms of reference of GRCs in general;
- b. Maintain and submit updated higher education and GAD data to the Knowledge Management Division of CHED's OPRKM through the CHED Regional Offices within a timeframe prescribed by CHED;
- c. Ensure that all GAD-related data, information, research and extension are included in its institutional information and educational campaigns and website.
- d. Attend and actively participate in the deepening sessions, meetings and other CHED-led activities as part of the continuing capacity-building of GRCs;
- e. Ensure that the technical assistance provided to the requesting HEI is evaluated and assessed using the prescribed forms. The GRCs shall submit to CHED the related training analyses and designs, summaries of evaluation gathered, and learning materials and presentations within thirty (30) working days of provision of technical assistance; and
- f. Submit to a performance evaluation by a CHED-designated body.

Section 5: Functions. It shall be the duty and responsibility of a GRC to:

- a. Draw up a Plan of Action for each fiscal year of its proposed programs, activities and projects in consultation with partner institutions in its ambit;
- b. Determine the capacity-building requirements of HEIs in its ambit and assist in identifying training needs to be provided by the PCW, CHED or other recognized women's organizations;



- c. Establish networks and linkages with other GRCs, national government agencies and international organizations for purposes of enhancing the GAD programs, activities and projects of HEIs in its ambit;
- d. Identify available funding sources and other non-monetary resources to fully carry out its task of leading in gender mainstreaming within its area of operation;
- c. Ensure that valuable GAD data, statistics and other vital information obtained from its operations shall be forwarded to the CHED Regional Office and thereafter, to the CHED Central Office; and
- f. Develop an effective monitoring and evaluation tool to help measure and improve the gender mainstreaming efforts of the HEIs in its ambit, a tool consistent with the forms and templates available from CHED and PCW.

Section 6. Resources and Benefits of GRCs. Upon the recommendation of the GAD Focal Committee and TPGWS, CHED shall assign funds to defray the cost of awards or incentives as may be deemed appropriate to its role as a Responsible Agency under the MCW that exercises jurisdiction and regulation over HEIs.

Such awards and incentives may include:

- Grant of the Status of Excellence in Gender Mainstreaming;
- Support to GAD-related researches and extension programs, projects and activities;
- Support for international networking and linkage initiatives; and
- Grant of Award of Excellence to the HEI's GAD committee or similar mechanism.

Section 7: Duration and Withdrawal of GRC Status. The distinction of GRC awarded to an HEI is for a period of five (5) years. In the event a GRC is assessed by CHED's TPGWS and GAD Focal Committee to have lapsed in its duties and responsibilities, CHED may provide the HEI a one-year grace period within which it shall have improved its performance, or it may revoke the HEI's status of GRC altogether. An HEI whose GRC status has been revoked may apply for recognition as GRC anew.

PART X. ACCREDITATION OF GAD PROGRAMS, AWARDS AND BENEFITS

Section 1: Accreditation Procedures for GAD Programs in HEIs. CHED's GFPS shall collaborate with technical experts in GAD, in coordination with the agency's Office of Institutional Quality Assurance and Governance, to formulate a system of accreditation for HEIs and HEIs' GAD programs similar to the accreditation systems governing HEIs and HEI programs in public and private institutions within ninety (90) days of effectivity of these Guidelines.

Section 2: Additional Indicators for GAD Program Accomplishment. CHED shall require the inclusion of indicators for GAD Program Accomplishment in the evaluation instruments used for the accreditation of private HEIs and LUCs and for the leveling of SUCs.



Section 3: Support to GAD-Accredited HEIs. In the event an HEI's GAD-related programs, projects and activities account significantly for the institution's recognition or accreditation, the HEI shall be eligible for funding support from the Commission. This support may be for the HEI's capacity building, training of officials and staff, or research or project proposals on GAD-related issues. Research and extension projects shall be evaluated for recognition or awards; those selected shall be published in the Gender Handbook of CHED.

Section 4: Best HEI GAD Implementers. The CHED GAD Focal Committee shall include as a major feature of its Higher Education Summits the grant of Best GAD Implementer awards. It shall seek assistance from GAD experts in preparing the guidelines for such an award, which may include monetary or other benefits, as recognition of those HEIs that diligently pursue GAD mainstreaming in their academic and external programs, projects and activities, and encourage and inspire the stakeholders in the higher education sector to render full compliance with the objectives and goals of the MCW.

Section 5: GAD Institutional Leadership Award and Women Leader Awards. CHED shall seek the assistance of technical GAD experts in preparing guidelines for an awards program based on the empowerment of Women Leaders in Academe, whether as administrators, faculty members, research or extension program leaders, or in pursuit of the goals of the Anti-Sexual Harassment Law. Upon CHED's approval, the program shall be implemented through the GAD Focal Committee. The Commission en banc shall approve the awards endorsed by the GAD Focal Committee and Management Committee.

Section 6: Awards and Recognition Evaluation Committee. CHED shall constitute a committee composed of officials from CHED including the Chair of the GAD Focal Committee, with the assistance of other relevant agencies, to evaluate and recommend the HEIs' GAD programs for awards and recognition.

PART XI. GAD STUDENT FINANCIAL ASSISTANCE PROGRAM

Pursuant to pertinent provisions of the Higher Education Act of 1994 and the Women in Development and Nation Building Act (Republic Act No. 7192), CHED, through the Office of Student Development and Services (OSDS), shall allocate at least five percent (5%) of the annual budget for the Student Financial Assistance Programs (StuFAPS) to address the gender disparities in male-dominated programs and female-dominated programs, and ensure that women empowerment is achieved. CHED shall formulate specific guidelines for these purposes.

In addition, pursuant to specific provisions of the MCW, in the disposition of the StuFAPS, CHED shall give attention to:

- qualified women belonging to marginalized groups, or those "mostly living in poverty and have little or no access to land and other resources, basic social and economic services such as health care, education, water and sanitation, employment and livelihood opportunities, housing, social security, physical infrastructure, and the justice system" (Section 4);
- qualified women living in "especially difficult circumstances," or those "victims and survivors of sexual and physical abuse, illegal recruitment, prostitution, trafficking, armed conflict, women in detention, victims and survivors of rape and incest, and such other related circumstances which have incapacitated them functionally" (Section 30); and



- qualified women affected by disasters, calamities, and other crisis situations (Section 10).

PART XII. GAD PLANNING AND BUDGETING

Section 1: GAD Budgets of HEIs. All SUCs and LUCs, through their GFPS, shall prepare an annual GAD Plan and Budget (GPB) which shall contain:

- the GAD mandates and gender issues that the institution intends to address within the given fiscal year;
- the corresponding programs, projects and activities to address these issues; and
- the necessary budget to implement these.

The gender issues and corresponding projects, programs and activities may be either client-focused or organization-focused.

In line with the goal of increasing the gender-responsiveness of government programs, the SUC/LUC may assess the level of gender-responsiveness of its major programs using the Harmonized Gender and Development (HGDG) tool. Depending on the result of the assessment or the HGDG score, the institution may attribute a portion or the entire annual budget of the program in the GAD Plan and Budget. HEIs shall refer to the issuances of the PCW, NEDA and DBM on the guidelines on GAD planning and budgeting for details on budget attribution.

In the preparation of the GAD Plan and Budget, SUCs and LUCs shall ensure that the GAD Budget or the amount to be allocated for the implementation of GAD programs, plans and activities is at least five percent (5%) of the institution's total annual budget appropriation.

All procurement utilizing the GAD Budget in SUCs and LUCs shall be in accordance with the Procurement Law (Republic Act No. 9184) and related issuances.

For private HEIs, their GAD budgets shall be as approved by their governing boards or authorized official/s.

In preparing the GAD Plan and Budget, the HEI shall adhere to the guidelines and prescribed forms issued by the PCW to achieve efficiency and proper program content, thereby ensuring that GAD issues are incorporated into the programs, projects and activities identified therein (PCW).

Section 2: Submission of Plans, Budgets and Accomplishment Reports.

2.1 Responsibility of HEIs. All HEI GAD Focal Persons shall coordinate with the CHED Regional Office GAD Focal Person for guidance and information on GAD-related requirements, issues and concerns for the completion of their institutions' GAD Plans and Budgets. The said required documents shall be prepared, completed and submitted using the PCW's online Gender Mainstreaming Monitoring System (GMMS) within the prescribed period.



2.2 Responsibility of CHEDROs. CHEDRO GAD Focal Persons shall review and evaluate the submissions made by the HEIs and recommend to the CHED Regional Director for endorsement to the CHED Central Office.

2.3 Responsibility of CHED Central Office. The CHED Central Office GAD Focal Committee shall validate the submissions of the CHEDROs.

For SUCs, the plans, budgets and accomplishment reports shall be forwarded by the CHED Chairperson to the PCW for final review and endorsement to the DBM for appropriate action.

For private HEIs, the plans, budgets and accomplishment reports shall be used as reference for reportorial requirements, monitoring and evaluation, policy formulation and other relevant purposes.

PART XIII: A GAD DATABASE

Section 1: Policy and Coverage. The Fourth World Conference of Women in Beijing in 1995 that resulted in the BPFA established the requirement that “statistics related to individuals are collected, compiled, analyzed and presented by sex and age and reflect problems, issues and questions related to women and men in society.” (BPFA Strategic Objective H.3)

The availability of sex-disaggregated data is key to being able to identify, understand and negotiate the discrepancies in the value given to the different expectations assigned to men and women through socialization.

At the macro level, the collection and compilation of sex-disaggregated data into a GAD database allows development planners and policy makers to take into account the gender-specific disadvantages, needs and potential in many areas, e.g., the time use and the division of labor, the distribution of property and assets between women and men, as well as the sensitive issue of gender-based violence. Sex-disaggregated data compilation and subsequent gender analysis provoke the discourse and make possible the interventions—legislation, organizations, programs and services—to meet heretofore unresolved gender-specific needs and eschew false gender-based generalizations and stereotyping. In education, for example, a GAD database may illuminate the situation of women who want to return to school and employment in adulthood after periods of dedicated intensive childcare.

The collection and analysis of sex-disaggregated data are therefore basic to the tasks of closing gender disparities and gender mainstreaming set forth in the MCW: “All departments, including their attached agencies, offices, bureaus, state universities and colleges, government-owned and -controlled corporations, local government units, and other government instrumentalities shall develop and maintain a GAD database containing gender statistics and sex-disaggregated data that have been systematically gathered, regularly updated, and subjected to gender analysis for planning, programming, and policy formulation.” (Section 36)

Section 2: CHED GAD Database. Pursuant to its mandate of the supervision and regulation of higher education and piloting higher education towards national development goals, CHED shall collate sex-disaggregated data submitted by the HEIs and maintain and update a GAD database of utmost information quality and integrity. This database shall be used to inform the agency’s policy development, implementation and monitoring functions; and its regulation of HEIs. It may



also be used to identify students at a risk of lower academic success and to initiate policies and programs that could resolve gender inequities and gender tracking in higher education.

The CHED GAD database is to be managed by the Research Management Division under the OPRKM.

Section 3: Sex-Disaggregated Data and GAD Database in HEIs. The following minimum requirements shall be complied with by the HEIs in relation to the collection of sex-disaggregated data and management of a GAD database.

- a. The HEIs, together with their management information systems and planning units, shall formulate the guidelines to include in their initiatives the collection of sex-disaggregated data whenever applicable.
- b. The GAD database containing sex-disaggregated data and information from the HEIs' research and extension outputs, and other offices, shall be shared with CHED, the GAD Resource Centers and other stakeholders.
- c. The HEIs, after the collection of disaggregated data from their different offices, shall conduct data interpretation and analysis. Such processed data shall be submitted to the HEI's officials as support to the design and development of GAD projects, plans and activities.
- d. Result of the GAD-related information shall be periodically presented to all employees and published in the official gazette or newsletter or publication.
- e. In the case of SUCs and LUCs, the HEI shall provide CHEDRO copies of published sex-disaggregated data and information and corresponding analyses, together with the institution's GAD Plan and Budget, and GAD Accomplishment Reports within the prescribed schedule.

PART XIV. COMPLIANCE WITH LAWS AND ISSUANCES ON WOMEN EMPOWERMENT

RULE I: SEXUAL HARASSMENT AND OTHER RELATED SEXUAL OFFENSES

Section 1: Policy and Coverage. All HEIs shall ensure the necessary policies and mechanisms are in place to prevent and punish sexual harassment and other related sexual offenses. The provisions herein shall govern the creation of the Committee on Decorum and Investigation (CODI) in all public and private HEIs, as well as the procedures to be followed in the prosecution and investigation of sexual harassment and other related sexual offenses in HEIs, in compliance with the Anti-Sexual Harassment Act of 1995 (Republic Act No. 7877), the Civil Service Commission (CSC) Memorandum Circular No. 17 (23 July 2001), Department of Labor and Employment (DOLE) Administrative Order No. 250 (21 June 1995), the Anti-Rape Law of 1997 (Republic Act No. 8353) and the Rape Victim Assistance Law of 1998 (Republic Act No. 8505). The said procedures shall not be bound by technical rules of evidence but by those governing administrative cases.



In addition, HEIs shall ensure that in their collaborative arrangements with partner institutions and agencies relating to internship, practicum, and on-the-job training programs, the necessary provisions on sexual harassment and other related sexual offenses, and corresponding sanctions and penalties are included.

Section 2: The CODI and Its Functions. A CODI shall be created in all HEIs. The CODI shall perform the following functions:

- a. Receive complaints of sexual harassment or other related sexual offenses;
- b. Investigate complaints of sexual harassment complaints or other related sexual offenses in accordance with the prescribed procedure;
- c. Submit a report of its findings with the corresponding recommendation to the disciplining authority for decision;
- d. Lead in the conduct of discussions about sexual harassment and other related sexual offenses within the institution to increase the community's understanding of, and prevent incidents of, sexual harassment and other related forms of sexual offenses; and
- e. Conduct such other activities that would engender a safe environment for women in school campuses and training-related programs in HEIs.

Section 3: Composition. The CODI shall be composed of at least one (1) representative each from the administration, employees or non-teaching personnel, trainers/coaches, teaching personnel (teachers, instructors, professors), and students or trainees, as the case may be, duly selected by the school's disciplining authority.

The HEI may formulate its own rules on the term of office of CODI members, which should not be more than two (2) years, and on other matters pertaining to the functions of the committee as contemplated in RA7877 not otherwise provided in the Rules below.

Section 4: Definition. For the purpose of these Rules, the administrative offense of sexual harassment is an act, or a series of acts, involving any unwelcome sexual advance, request or demand for a sexual favor, or other verbal or physical behavior of a sexual nature, committed by an employee or official in the work-, training- or education-related environment of this person complained of.

Education- or training-related sexual harassment is committed against one who is under the actual or constructive care, custody or supervision of the offender, or against one whose education, training, apprenticeship, internship or tutorship is directly or constructively entrusted to, or is provided by, the offender, when:

- a. submission to, or rejection of, the act or series of acts can be used as a basis for any decision affecting the complainant, including, but not limited to, the giving of a grade, the granting of honors or a scholarship, the payment of a stipend or allowance, or the giving of any benefit, privilege or consideration.
- b. the act or series of acts have the purpose or effect of interfering with the performance, or creating an intimidating, hostile or offensive academic environment of the complainant; or



- c. the act or series of acts might reasonably be expected to cause discrimination, insecurity, discomfort, offense or humiliation to a complainant who may be a trainee, apprentice, intern, tutee or ward of the person complained of.

Other forms of sexual offenses shall include verbal, physical and cyber harassment of sexual nature, the use of lewd language, voyeurism, and texting and bullying with sexual content.

The persons liable to commit sexual harassment and other related sexual offenses are those of the same or opposite sex who are:

- a. having authority, influence or moral ascendancy over another in any aspect of academic or administrative work, such as an officer, faculty member, employee, coach or trainer;
- b. in peer relationships; and
- c. students harassing faculty members or employees.

Section 5: Site. Sexual harassment may take place:

- a. within in the premises of the school or training institution;
- b. in any place where the parties were found as a result of education or training responsibilities or relations;
- c. at any education or training-related social function;
- d. while on official business outside the school or training institution or during school or training-related travel;
- e. at official conferences, fora, symposia or training sessions; or
- f. by telephone, cellular phone, fax machine, electronic mail or social media.

Section 6: Assistance to Complainants. The HEI may adopt mechanisms to provide assistance to an alleged victim of sexual harassment or other related sexual offense, as may be appropriate, which may include the following:

- a. Guidance and spiritual counseling;
- b. Referral to an agency offering professional help;
- c. Support from the GAD Focal Committee;
- d. Coordination with women's organizations and advocacy groups; and
- e. Available legal support.

HEIs may provide professional counseling to the alleged offender if so desired.



Section 7: Duty to Report and Document. Any or all persons who have knowledge of any acts of education- or training-related sexual harassment or other related sexual offenses shall report the same to the Head of Institution.

Section 8: Duty of Head of Institution on Complaints Filed or Reported Incidents. All Guidance and Counseling Offices of HEIs shall have appropriate facilities and registered guidance counselors to handle sexual harassment cases and related behavioral problems.

The Head of Institution shall create the CODI to ensure the efficient implementation of this particular CMO Guideline.

In addition, the Head of Institution shall ensure that a program to capacitate the officials and staff of student services unit and the human resource department on the efficient and professional handling of sexual harassment cases or other related sexual offenses is institutionalized.

A Head of Institution who fails to act on the complaint within ten (10) days of receipt of a complaint of sexual harassment properly filed against any employee in that institution may be charged with neglect of duty in an appropriate forum with jurisdiction to hear administrative, civil or criminal cases.

Section 9: Standard Procedural Requirements and Compliance with Due Process. HEIs shall formulate their own rules and standard procedural requirements on the CODI.

The HEIs may adopt the following minimum requirements:

a. Complaint: The complaint may be filed with the disciplining authority of the HEI or with the CODI. Upon receipt of the complaint by the disciplining authority, the same shall be transmitted to the CODI. The complaint must be in writing, signed and sworn to by the complainant and shall contain the following:

1. The full name and address of the complainant;
2. The full name, address and position of the respondent;
3. A brief statement of the relevant facts;
4. Evidence in support of the complaint, if any; and
5. A certification of non-forum shopping.

In the absence of any one of the abovementioned requirements, the complaint shall be dismissed without prejudice to its re-filing upon full compliance with requirements.

Complaints sent by telegram, electronic mail or similar means of communication shall be considered non-filed unless the complainant shall comply with the requirements within ten (10) days of receipt of the notice for compliance.

The withdrawal of the complaint at any stage of the proceedings shall not preclude the CODI from proceeding with the investigation where there is obvious truth or merit to the allegations in the complaint or where there is documentary or direct evidence that can prove the guilt of the person complained of.



b. Action on the Complaint: Upon receipt of the complaint that is sufficient in form and substance, the CODI shall require the person complained of to submit a Counter Affidavit/Comment under oath within three (3) days from receipt of the notice, furnishing a copy thereof to the complainant. Otherwise, the Counter-Affidavit/Comment shall be considered as not filed.

c. Preliminary Investigation: A preliminary investigation shall be conducted by the CODI. The CODI shall examine all documents submitted by the complainant and the person complained of, as well as documents readily available from other sources. The parties may submit affidavits and counter-affidavits. All proceedings before the CODI shall be held under strict confidentiality.

Upon receipt of the counter-affidavit or comment under oath, the CODI may recommend whether a *prima facie* case exists to warrant the issuance of a formal charge.

d. Duration of Investigation: A preliminary investigation shall commence not later than five (5) days from receipt of the complaint by the CODI and shall be terminated within fifteen (15) working days thereafter.

e. Investigation Report: Within five (5) working days of the termination of the preliminary investigation, the CODI shall submit the Investigation Report and the complete records of the case to the disciplining authority.

f. Decision or Resolution After Preliminary Investigation: If a *prima facie* case is established during the investigation, a formal charge shall be issued by the disciplining authority within three (3) working days of receipt of the investigation report.

In the absence of a *prima facie* case, the complaint shall be dismissed within the same period.

g. Formal Charge: After finding a *prima facie* case, the disciplining authority shall formally charge the person complained of. The formal charge shall contain a specification of the charge(s); a brief statement of materials or relevant facts, accompanied by certified true copies of the documentary evidence, if any; sworn statements covering the testimony of witnesses; a directive to answer the charge(s) in writing under oath in not less than seventy-two (72) hours from receipt thereof; an advice for the respondent to indicate in his/her answer whether or not he/she elects a formal investigation of the charge(s); and a notice that he/she is entitled to be assisted by a counsel of his/her choice.

The CODI shall not entertain requests for clarification, bills of particulars or motions to dismiss that are obviously designed to delay the administrative proceedings. If any of these pleadings is filed by the respondent, the same shall be considered as part of his/her answer which he/she may file within the remaining period for filing the answer.

h. Failure to File an Answer: If the respondent fails or refuses to file his/her answer to the formal charge within seventy-two (72) hours of receipt thereof without justifiable cause, he/she shall be considered to have waived his/her right thereto and formal investigation may commence.

i. Preventive Suspension: Upon petition of the complainant or *motu proprio* upon the recommendation of the CODI, at any time after the service of the formal charge to the



respondent, the proper disciplining authority may order the preventive suspension of the respondent during the formal investigation, if there are reasons to believe that he/she is probably guilty of the charges that would warrant his/her removal from service.

An order of preventive suspension may be issued to temporarily remove the respondent from the scene of his/her misfeasance and to preclude the possibility of his/her exerting undue influence or pressure on the witnesses against him/her or tampering of documentary evidence on file.

When the administrative case against the respondent under preventive suspension is not finally decided by the disciplining authority within the period of ninety (90) days of the date of his/her preventive suspension, unless otherwise provided by special law, he/she shall be automatically reinstated into the service.

When the delay in the disposition of case is due to the fault, negligence or petition of the respondent, the period of delay should not be included in the counting of the 90-calendar-day period of preventive suspension. Provided that should the respondent be on paternity/maternity leave, said preventive suspension shall be deferred or interrupted until such time that said leave has been fully enjoyed.

j. Remedies from the Order of Preventive Suspension: The respondent may file a motion for reconsideration with the disciplining authority or may elevate the same to the CSC in the case of public HEIs, and to the higher governing authority, in the case of private HEIs, by way of an appeal within fifteen (15) days of receipt thereof.

k. Conduct of Formal Investigation: A formal investigation shall be conducted by the CODI if it deems such investigation is necessary to decide the case judiciously, although the respondent does not request a formal investigation. It shall be held not earlier than five (5) days nor later than ten (10) days from receipt of the respondent's answer. Said investigation shall be finished within thirty (30) days of issuance of the formal charge or the receipt of the answer.

l. Pre-hearing Conference: At the commencement of the formal investigation, the CODI may conduct a pre-hearing conference for the parties to appear, consider and agree on any of the following:

1. Stipulation of facts;
2. Simplification of issues;
3. Identification and marking of evidence of the parties;
4. Waiver of objections to admissibility of evidence;
5. Limiting the number of witnesses, and their names;
6. Dates of subsequent hearings; and
7. Such other matters as may aid in the prompt and just resolution of the case.

m. Preliminary Hearing: At the start of the hearing, the CODI shall note the appearances of the parties and shall proceed with the reception of evidence for the complainant.



- n. Request for Subpoena: If a party desires the attendance of a witness or the production of documents or things, he/she shall make a request for the issuance of the necessary subpoena at least three (3) days before the scheduled hearing.
- o. Issuance of Subpoena: The CODI may issue subpoena *ad testificandum* to compel the attendance of witnesses and subpoena *ducestecum* for the production of documents or objects.
- p. Formal Investigation Report: Within fifteen (15) days of the conclusion of the formal investigation, a report containing a narration of the material facts established during the investigation, the findings and the evidence supporting said findings, as well as the recommendations, shall be submitted by the CODI to the disciplining authority. The complete records of the case arranged systematically and chronologically shall be attached to the report of investigation.
- q. Finality of Decisions: The disciplining authority shall render the decision on the case within thirty (30) days of receipt of the report of investigation. A decision rendered by the head of the Institution where a penalty of suspension for not more than thirty (30) days or a fine in an amount not exceeding thirty (30) days' salary is imposed, shall be final and executory. However, if the penalty imposed is suspension exceeding thirty (30) days or a fine exceeding 30 days' salary, the same shall be final and executory after the lapse of the reglementary period for filing a motion for reconsideration or an appeal and no such pleading has been filed.
- r. Motion for Reconsideration: The party adversely affected by the decision may file a motion for reconsideration with the disciplining authority within a non-extendible period of fifteen (15) days of receipt hereof. Only one motion for reconsideration shall be entertained.
- s. Appeal: For Decisions rendered by the disciplining authority of SUCs and LUCs, the party adversely affected may file the appeal before the CSC. For Decisions rendered by private HEIs, the party adversely affected may file their appeal before the regular courts under Rule 43, Rules of Court.

Section 10: Responsibilities of the CODI. The CODI shall afford both parties due process required in administrative cases in all the proceedings. Upon receipt of the Report with findings and recommendations of the CODI, the GFPS shall ensure that the disciplining authority immediately review said Report and prepare its Decision in accordance, furnishing certified copies by personal service or registered mail to the respondent/s and the complainant-victim in the case.

Section 11: Reportorial Requirements to CHED, CSC and DOLE. All public and private HEIs shall report all complaints/cases of education- and training-related sexual harassment and other related sexual offenses and the status thereof to the CHED Regional Office and CSC and DOLE as may be applicable. The CHEDROs shall endorse a copy to the CHED GAD Focal Committee in the Central Office immediately upon receipt for appropriate action.



RULE II: THE ANTI-VIOLENCE AGAINST WOMEN AND THEIR CHILDREN ACT OF 2004

All private and public HEIs shall uphold the principles embodied in the Anti-Violence Against Women and Their Children Act of 2004 (Republic Act No. 9262). All HEIs shall ensure that their GAD programs, activities and projects integrate the concepts, policies and provisions of the said law to contribute in raising awareness of and support to Anti-Violence against Women efforts and similar initiatives of the PCW, CHED and other government organizations, non-government organizations, and GRCs.

HEIs shall be conscious at all times that in their institutional undertakings, they are compliant with the provisions of RA9262, and endeavor to carry out advocacy campaigns to include the provision of support services to all, both alleged victims and alleged offenders and other sectors of the higher education bureaucracy.

RULE III: APPLICABILITY OF CIVIL SERVICE LAW AND POLICIES

The pertinent rules, circulars and issuances of the Civil Service Commission are hereby adopted as integral parts of these Guidelines on GAD, particularly in the operation of public HEIs, i.e., SUCs and LUCs, other specialized colleges and HEIs with charters.

PART XV. ADMINISTRATIVE SANCTIONS AND EFFECTIVITY

Section 1: Administrative Sanctions. Upon effectivity of these Guidelines, the Heads of all HEIs shall be responsible for their institutions' compliance with all the provisions herein. Failure to comply with these Guidelines shall cause the Commission to impose appropriate administrative sanctions and penalties after due process, including a diminution of the HEI's accreditation status in accordance with Part X, Section 2 of these Guidelines.

Section 2: Effectivity. These Guidelines shall take effect fifteen (15) days after complete publication in a newspaper of general circulation, or publication in the Official Gazette or the National Administrative Register of the University of the Philippines' Law Center.

All existing rules, regulations and issuances that are inconsistent with the provisions of these Guidelines are hereby repealed or amended accordingly.

Issued this 26th day of January, 2015, at the Higher Education Development Center Building, UP Campus, Diliman, Quezon City, Philippines.

FOR THE COMMISSION:



PATRICIA B. LICUANAN, Ph.D.
Chairperson

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